

EXHIBIT 44

**Working Group to Consider Race-Neutral Alternatives to
Admissions Meeting Minutes - February 26, 2014
(UNC0079724-25)**

February 26, 2014

In attendance: Louis Perez, Taffye Clayton, Deborah Stroman, Lynn Williford,
Jen Kretchmar, Barbara Polk

Discussion focused on data needed to inform our approach to race-neutral admissions. Jen will take the lead in submitting a request to IRB. Upon approval, she will then make the appropriate data request from DPI. That process, followed by the data analysis, will take approximately 2-3 months. The group decided to wait until we have the data before meeting again. March and April meetings will be cancelled. The group will come together again once we have a preliminary report to review.

Lynn will post data regarding graduation and retention rates for the group to review.

Timeline and Next Steps for Data Collection

- 1) Submit IRB proposal – March 3, 2014
- 2) Approval from IRB received – March 14, 2014
- 3) Submit data request to North Carolina Education Research Data Center – April 6th
- 4) Conduct Analyses – mid-April to end of May
- 5) Present preliminary findings – May 30th

Questions to consider before we start:

- 1) How do we want to define a “serious, good faith consideration of workable race-neutral alternatives?” e.g. how many race-neutral alternatives should we pursue, how many cohorts of data do we need to analyze?

Although “[n]arrow tailoring does not require exhaustion of every *conceivable* race-neutral alternative,” strict scrutiny does require a court to examine with care, and not defer to, a university’s “serious, good faith consideration of workable race-neutral alternatives.” (*Fisher v. Texas*, p. 10)

- 2) Which race-neutral alternatives are most viable given demographics of our state?

- a) Top % rank plan
- b) Geo-demographic plan
- c) SES plan
- d) Lottery systems (with and without minimum standards)
- e) Applications Quest – cluster analysis
- f) Probability of admission by SAT band (retrospective analysis of existing applicant pool)

3) Which outcomes are we most interested in measuring?

- a) % underrepresented minority
- b) % first-generation-college
- c) SES (and its potential impact on aid?)
- d) Geographic diversity (e.g. number of counties represented)
- e) Average test scores
- f) Number of college-level courses
- g) % ranked in top x % of class
- h) Participation in extracurricular activities

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The group reviewed the outcomes listed above (3) and added GPA. No other additions/corrections were made.